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ABSTRACT

During the 1976-77 school year, South Carolina operated regular school term and summer programs for intrastate and interstate migrant children in grades K-12. Two centers, which provided primarily tutorial services in the basic skills, served 1,926 students during the regular school year. During the summer, 15 education centers, located in 10 school districts, enrolled 1,828 students. Approximately three-fourths of the interstate students were of Spanish American descent. Intrastate students received instruction in reading/language arts and mathematics, individual tutoring, and supportive services in the areas of health, transportation, clothing, and nutrition. Interstate instructional programs emphasized reading, language arts, mathematics, art, music, and health and physical education. Pre-vocational and vocational programs and various supportive services were also provided for interstate children. All available information indicated that the majority of the program's objectives were being met. Using data from the Migrant Student Record Transfer System, data submitted by migrant centers, monitoring reports, test data, and annual evaluation reports from each center, this report presents data on the program objectives, enrollment, teacher/pupil ratio, coordination with other programs, in-service training, dissemination, community involvement, interstate cooperation, supportive services, and exemplary projects. (NQ)

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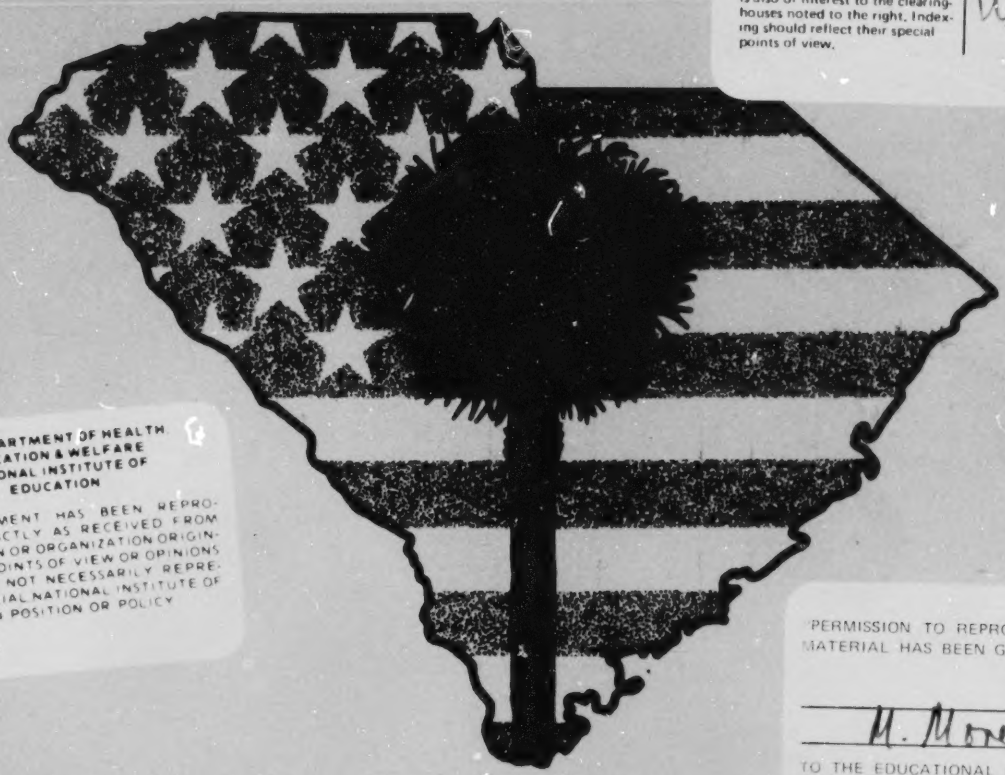

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ESEA TITLE I
MIGRANT ANNUAL EVALUATION REPORT

FY 1977

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Introduction

South Carolina's Migrant Programs offer educational opportunities for migratory children during the regular school year (September through May) and during the summer months (June through August) when the regular school programs are not in operation. The program which operated during the regular school year served migratory children whose home-base is South Carolina. This program hereafter will be referred to in this report as the intrastate program. The programs operated during the summer serve children primarily from other states. These programs hereafter will be referred to in this report as interstate programs.

One center operated during the regular 1976-77 school year in Dillon County and another operated in Beaufort County. These counties are mainly agricultural, and migrant employment is seasonal. The centers were in operation during the regular school year and the programs consisted primarily of tutorial services in the basic skills, serving a total of ninety-eight students.

During the summer of 1977, fifteen education centers for migratory children, located in ten school districts, had a total enrollment of 1,828 students. These students came from 18 home-base states, one U. S. Territory and one foreign country. Table I-1 shows the home-base origins of the children. The 1,783 children represented in this table are an unduplicated count derived from the data bank of the Migrant Student Record Transfer System in Little Rock, Arkansas. Table I-2 shows enrollment by district. The location of each center is identified by number on the map that continues Table I-2. The difference between the total enrollment figures in these two tables is reasonably attributable to multiple enrollments of some students. For example, some students who were enrolled at the center in Cherokee County later enrolled at the center in Oconee County.

Eighty-three percent (83%) of the students enrolled in South Carolina's interstate program follow the eastern migrant stream. Since 1974, there has been a continuous increase in the number of migratory students entering South Carolina from the central migrant stream. Approximately three-fourths of the students enrolled in the interstate programs were of Spanish-American descent.

The migrant populations which settled in the southeastern areas of the state during the summer picked tomatoes, cucumbers, and other truck farm products. Those settling in the north and western areas of the state picked peaches and apples.

Table I-1

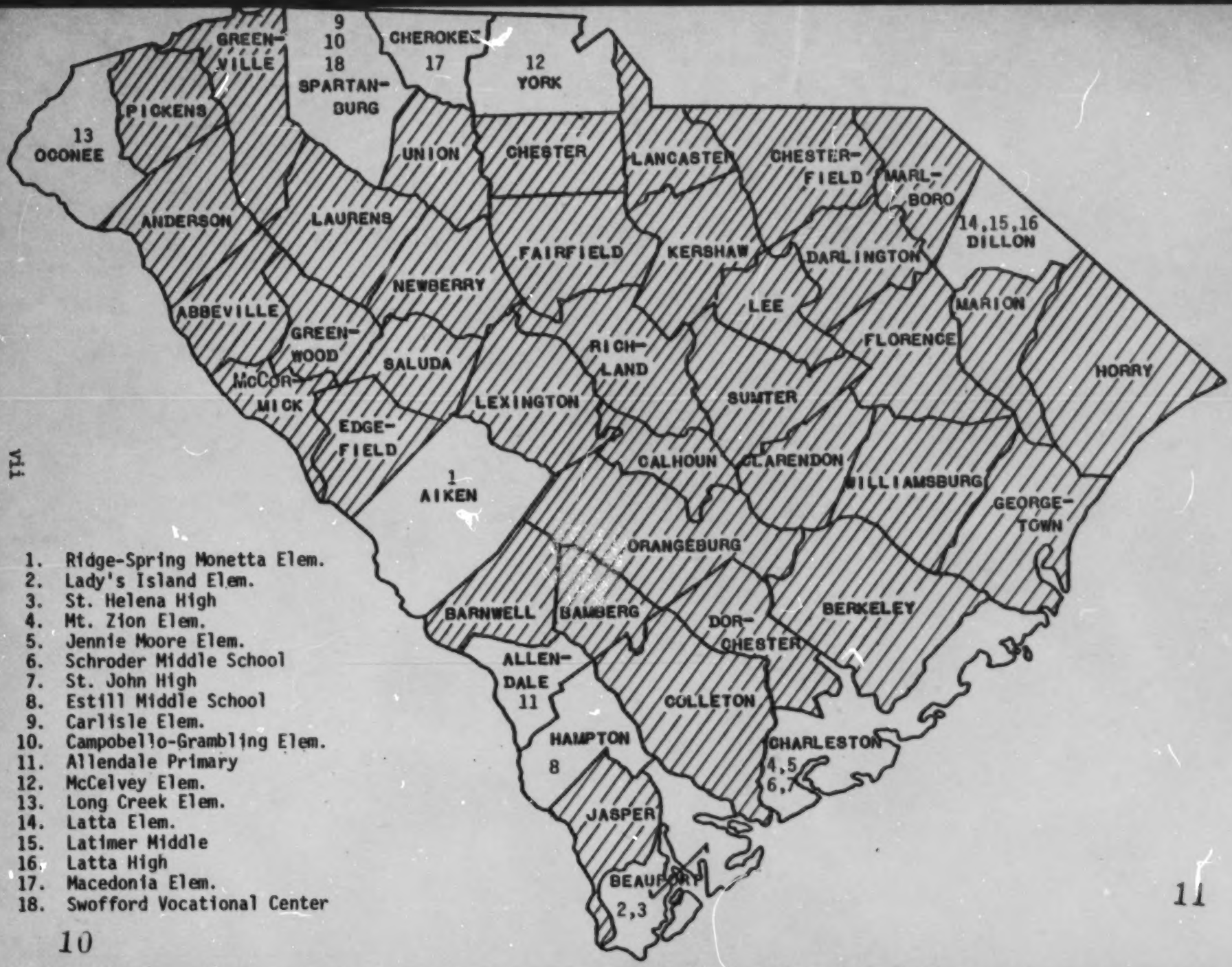
Home-Base Origins Of Children Enrolled In South Carolina Migrant Programs

State	Number Enrolled
Alabama	7
Florida	1,267
Georgia	10
Kansas	1
Illinois	1
Indiana	1
Maryland	1
Mexico	14
Michigan	6
Mississippi	2
New York	1
North Carolina	12
Ohio	14
Pennsylvania	4
Puerto Rico	5
South Carolina	153
Tennessee	1
Texas	249
Virginia	3
Washington	1
No Home Base	30
Total	1,783

Table 1-2

Number Of Students Enrolled By District

District	Enrollment		
	Intrastate	Interstate	Total
Aiken		145	145
Allendale		40	40
Beaufort	8	486	494
Charleston		670	670
Cherokee		27	27
Dillon #3	90		90
Hampton #2		32	32
Oconee		46	46
Spartanburg #1		172	172
Spartanburg #2		191	191
York #1		19	19
Total	98	1,828	1,926



1. Ridge-Spring Monetta Elem.
2. Lady's Island Elem.
3. St. Helena High
4. Mt. Zion Elem.
5. Jennie Moore Elem.
6. Schroder Middle School
7. St. John High
8. Estill Middle School
9. Carlisle Elem.
10. Campobello-Grambling Elem.
11. Allendale Primary
12. McCelvey Elem.
13. Long Creek Elem.
14. Latta Elem.
15. Latimer Middle
16. Latta High
17. Macedonia Elem.
18. Swofford Vocational Center

The evaluation report which follows was prepared by utilizing data from the Migrant Student Record Transfer System, data submitted by migrant centers, and monitoring reports from South Carolina State Department of Education personnel. Additionally, each center submitted an annual evaluation report to the Department.

I. Exemplary Project

During FY 1974-75 the South Carolina Department of Education developed a curriculum plan designed to make a significant improvement in educational opportunities for migrant students enrolling in the State's interstate program. This plan provided for the implementation of a statewide Uniform Base Curriculum, characterized by the use of criterion-referenced materials.

The Uniform Base Curriculum consists of the following instructional components:

Pre-kindergarten

Kindergarten or readiness

Reading/language arts

Mathematics

Career awareness and vocational skills

Enrichment: Arts/crafts, music, physical education and health

Each component is fully described in the 1977 State Plan and a description of the effectiveness of each is discussed in Section IX of this report.

II. Children Served

The estimated number of migrant children to be served during FY 1977 was 1,850. The actual number of migrant children enrolled was 1,926, which was 76 children more than projected. Of this number, 1,828 were classified as interstate. The remaining 98 were classified as intrastate. The number of migrant students participating in the South Carolina Migrant Program by age groups in intrastate and interstate programs is given in Table II-1. The data in the table also show that all of the intrastate students were English speaking but that 514 of the interstate students were non-English speaking.

Table II-1

Migrant Student Participants By Age*

Ages	Intrastate	Interstate		Total Enrollment
		English Speaking	Non-English Speaking	
Day Care (Under 3)		83	300	383
3		100	30	130
4		126	35	161
5		144	9	153
6	7	117	8	132
7	12	92	9	113
8	13	81	5	99
9	5	87	6	98
10	11	75	11	97
11	8	85	15	108
12	11	60	18	89
13 and Older	31	218	68	317
Totals	98	1,268	514	1,880

*The Oconee center is not included in this Table.

Table II-2 shows the number of interstate students participating in each instructional area by educational level. Table II-3 shows the number of interstate students receiving various supportive services by educational level. Eighty-two elementary students in the intrastate program received instruction in reading/language arts and mathematics; thirteen received supportive services in the area of health and six received support service in transportation, clothing, and library. Fourteen secondary students in the intrastate program were individually tutored.

The major emphasis of the interstate instructional programs was about equally spread over reading and language arts, mathematics, art, music, and health and physical education. The reading and mathematics curricula each consisted of two criterion-referenced programs that were described earlier in this report. The other areas named were, for the first time this year, standard parts of the curriculum. Pre-vocational and vocational programs were also provided. In addition to instruction in the above named areas, students were recipients of a wide variety of supportive services at all instructional levels.

Table II-4 and Table II-5 show expenses incurred in the implementation of activities for both the intrastate and interstate migrant programs. In the intrastate program, more than 75% of the total expenditures was spent for the implementation of reading and mathematics activities. In the interstate program only about 25% of the total expenditures was spent for reading and mathematics activities. The largest percentage (nearly 15%) was spent for pre-kindergarten and kindergarten activities.

Table II-2

Number Of Migrant Students By Educational Levels
Participating In Instructional Areas*

(Interstate)

Instructional Area	Educational Level				
	Pre-school	Kindergarten	Elementary	Secondary	Total
Reading and Language Arts	322	166	567	94	1,149
Mathematics	256	166	567	23	1,012
Art	287	150	511	113	1,061
Music	282	160	564	23	1,029
Health and P.E.	324	168	570	162	1,224
Pre-vocational and Vocational			36	323	359
Other	24		56	1	81

Table II-3

Number Of Migrant Students By Educational Levels
Receiving Supportive Services*

(Interstate)

Supportive Service	Educational Level				
	Pre-school	Kingergarten	Elementary	Secondary	Total
Guidance and Counseling			38	185	223
Attendance	491	164	566	317	1,538
Health	498	168	581	102	1,349
Pupil Transportation	497	168	593	323	1,581
Food	497	168	593	317	1,575
Clothing	117	100	281	170	668
Library	137	95	310	49	591
Psychological			55		55
Other	7	8	16	12	43

*The Oconee center is not included in this Table.

Table II-4

Expenditures By Instructional Area, Supportive Service And Other Services

(Intrastate)

Instructional Areas	Expenditures	% Of Total Expenditures
Reading and Language Arts	$ 18,025.77	39.03
Mathematics	16,909.77	36.62
Other: Tutoring	616.92	1.34
Supportive Services		
Health	2,994.29	6.48
Pupil Transportation	75.00	.16
Other - In-service, etc.	2,095.00	4.54
Other Services		
Administration and Supervision	663.72	1.44
Maintenance and Operation	623.40	1.35
Fixed Charges and Indirect Cost	4,175.20	9.04
Total Expenditures	$ 46,179.07	100.00

Table II-5

Expenditures By Instructional Area, Supportive Service and Other Services*

(Interstate)

Instructional Areas	Expenditures	% Of Total Expenditures
Reading and Language Arts	$ 80,680.10	13.88
Mathematics	63,731.25	10.96
Art	21,851.51	3.76
Music	17,377.71	2.99
Pre-vocational and Vocational	35,524.71	6.11
Health, Recreation and Physical Education	38,676.77	6.65
Other (Kindergarten, Pre-kindergarten)	86,969.30	14.96
Supportive Services		
Guidance and Counseling	3,781.33	.65
Attendance	29,631.30	5.10
Health	24,278.02	4.18
Pupil Transportation	40,307.26	6.93
Food	16,274.27	2.80
Clothing	5,140.82	.88
Library	7,802.03	1.34
Other (Community Services, Day Care, etc.)	18,593.84	3.20
Other Services		
Administration and Supervision	41,663.36	7.17
Total Expenses for Staff Development (In-service Training)	35,762.15	6.15
Maintenance and Operation	13,270.73	2.28
Total Expenditures	$581,316.46	99.99

*The Oconee center is not included in this Table.

III. Teacher/Pupil Ratio

When the total enrollment and total staff of all centers were examined, these ratios were found;

Intrastate:	Professional/pupil ratio	1/14
	Educational aide/pupil ratio	1/49
	Professional and aide/pupil ratio	1/11
Interstate:	Professional/pupil	1/9
	Educational aide/pupil ratio	1/44
	Professional and aide/pupil ratio	1/7

The ratios for the interstate program are averaged over the entire summer.* It would be very misleading to regard these findings as typical of a situation to be found in any given classroom. There was wide variety in attendance patterns in centers, and in the length of enrollment of individual children, and in the numbers of children enrolled at any given time. Although the ratios for the interstate program are low, overcrowding is sometimes a problem. The professional/pupil, aide/pupil and professional and aide/pupil ratios listed above for intrastate programs represent a daily ratio rather than an instructional period ratio.

*The Oconee center is not included.

IV. Coordination with Other Programs

A concerted effort was made at the State and local level to coordinate the migrant program with other programs and agencies serving migrant children. When it was determined that another agency could provide services to the migrant children, the agency was contacted by a representative of the State program and their services were used.

The State's Title I Migrant Supervisor served on the Governor's commission on migrants (South Carolina Migrant Farm Workers Commission). He also served as a board member for two private agencies: the South Carolina Commission for Farm Workers and the South Carolina Resources Development Corporation. The main purpose of these agencies is to provide needed services to migrants.

The Office of Manpower in conjunction with local school districts sponsored day care programs for migrant children between the ages of 0-3 years. These programs are operated in cooperation with the State's migrant education programs.

A breakdown of agencies and types of services rendered to migrant centers is as follows:

U. S. Department of Agriculture Food Program

Reimbursement for breakfasts and lunches provided migrant children

County Health Agencies

Dental education including toothbrush kits
Immunizations and physical examinations
Family planning and hygiene instruction

Civic Organizations

Interdenominational Ministerial Association

-clothing
-hygiene supplies

-shoes
-craft supplies
-day care center volunteers
-adult evening religious and recreational activities

County Welfare Agencies

Food stamps
Transportation in emegency situations back to home-base
Services of outreach workers

Medical Aid to Indigent Families

Medical clinics
Emergency room services at local hospitals

Love Project

Volunteer workers

Neighborhood Youth Corps

Aides for lunchroom
Maintenance
Care-givers

Catholic Migrant Ministry

Day care center volunteers

Carolina Community Action

Psychological services
Food
Transportation

Churches

Volunteers for day care program
Guidance services
Food services
Clothing

The outcome of all these efforts has produced positive results including:

1. More effective recruitment of students
2. More comprehensive services for migrant children
3. Coordination of day care centers in cooperation with other agencies

V. In-service Training

There were two major phases of training provided for the staffs of migrant centers: pre-service in curriculum and administrative procedures prior to the beginning of the program, and in-service in curriculum and record-keeping while the project was in progress.

A State In-service Workshop was held on April 28, 29, and 30, 1977. The purposes of this two-day session were to orient all staff members in the scope and philosophy of the State's program, to review management procedures, to review procedures for recording data for the Migrant Student Record Transfer System, and to provide in-service for reading and mathematics teachers in the prescribed curriculum. Following this meeting, local in-service sessions were scheduled prior to the opening of the centers in order to meet the specific needs of local staffs.

During the summer of 1977, while each center was in operation, reading and mathematics consultants provided in-service for the teachers on a continuing basis. Each center received the services of a consultant a minimum of one day per week. The duties of these consultants were:

1. To provide technical assistance as needed.
2. To monitor the program and provide feedback for planning purposes.
3. To assist with record-keeping and to assure the accuracy of test data.

The reading and mathematics consultants submitted weekly written reports to the State Department of Education. These reports served the following purposes:

1. They identified the areas in which the most extensive in-service was needed.

2. They identified problems and made possible immediate remediation and/or intervention by the State Department of Education or local director.
3. The reports facilitated future planning by pinpointing weaknesses and procedural problems.
4. The reports enabled State Department of Education personnel to verify the accuracy of records maintained in the centers.

The consultants submitted weekly reports on the usage of curriculum materials and the maintenance of records. Very few problems were reported. The problems reported did not concentrate in any specific area. In all cases the consultants were able to alert the local administration to problems or to notify the appropriate State Department of Education personnel. All consultants made recommendations for avoiding the problems for the following year.

To summarize, the in-serivce activities appeared to be effective in that they accomplished the purposes for which they were planned. The administrative arrangement provided constant feedback to the State Department of Education in addition to familiarizing teachers with needed curriculum techniques. The consultants' input provided detailed information which served as a basis for planning next year's program.

VI. Non-public School Participation

The districts with the intrastate migrant centers had no eligible non-public schools. No private schools were operational during the summer in the districts with interstate migrant centers.

VII. Dissemination

A. LEA Techniques

Table VII-1 indicates the techniques used by LEAs in the intrastate and interstate migrant programs in the dissemination of information.

B. SEA Techniques

In addition to the dissemination techniques used at the local level, the State utilized the following techniques:

1. News releases
2. Sharing of program materials with other states
3. Dissemination of migrant yearly report to all states and various Federal, State and private agencies
4. Participation in the "Special Programs for Children of Migratory Workers in Agriculture and The Fishing Industry", a booklet published by Department of Education, Bureau of Federal Programs, Florida Migratory Child Compensatory Program, Tallahassee, Florida
5. Participation in the Migrant Student Record Transfer System
6. Development of a slide/sound presentation entitled "The Children of Lady's Island"
7. TV coverage of the Annual State In-service Workshop

Table VII-1

Techniques Used In Dissemination Of Information And Frequency Of Use*

Techniques Of Disseminating Information	Districts Using Technique	
	Number	Percentage
Presentation of information and data in staff meetings	9	100
New releases and feature stories in newspapers	8	89
In-service training (workshops, seminars, etc.) conducted for migrant staff	9	100
Newsletter to staff members	6	67
Presentation of information and data in public meetings and community groups	7	78
Open house	6	67
Conducted tours for local citizens	8	89
Presentation of information and data over the radio	5	56
Publications for local community distribution	4	44
Descriptive reports sent to Superintendent of Public Instruction	5	56
Brochures or pamphlets	1	11
Special radio coverage of project	2	22
Presentation of information and data over television	3	33
Special television coverage of project	2	22
Other: Picnic	1	11

*The Oconee center is not included in this Table.

VIII. Community Involvement

Table VIII-1 shows the number of migrant parents and community volunteers who participated in various ways in the migrant programs. The table also shows the number and the percentage of migrant centers in which the various activities took place. The largest number of parents (24) assisted other parents with enrollment applications. The largest number of community volunteers (37) assisted in day care nurseries. In several districts, in addition to direct involvement in the educational programs, some parents participated in evening recreational, religious and health clinic programs sponsored by other agencies.

Table VIII-1

Community Involvement*

Activities	Number Of Parents Participating	Districts	
		Number	Percent
Assisting in Day Care Nurseries	19	5	56
Serving as interpreters for non-English speaking children	7	5	56
Assisting other parents with enrollment application	24	5	56
Serving as teacher aides	3	2	22
Assisting with field trips, picnics, cookouts, etc.	16	3	33
Attended family training programs for migrant parents	5	1	11
Other: One migrant parent made clothes for other migrant kids	1	1	11

Activities	Number Of Volunteers Participating	Districts	
		Number	Percent
Assisting in Day Care Nurseries	37	6	67
Serving as teacher aides	7	4	44
Locating migrant families	27	6	67
Assisting in playground and lunchroom supervision	20	1	11
Assisting in collecting clothing	24	5	56
Others: Diddy bags, showing films, reading, parties, photographs of program, etc.	36	2	22

*The Oconee center is not included in this Table.

IX. Program Effectiveness

The effectiveness of the FY 1977 South Carolina migrant program can be assessed on the basis of the nine subordinate and the eighteen performance objectives which were specified in the narrative section of the 1977 South Carolina State Plan for Migrant Education. In this report each objective will be restated and information pertaining to each will be presented and discussed. Data from the Oconee center are not included in this section.

Subordinate Objective 1 -- The student will show measurable improvement in the basic skills of language, reading, and mathematics.

Performance Objective 1.1 -- During the interstate (summer) program, students will master an average of two skills per week for each week of attendance in the Power Reading System or IMS mathematics program in which they are placed.

Table IX-1 contains data for the Power Reading program. Power Reading 1 data were reported on 195 students aged four to seventeen years. The average number of skills mastered per week of attendance ranged from .63 skills for five-year-olds to 2.34 skills for eight-year-olds. The overall average was 1.72 skills.

Power Reading 2 data were reported on forty-three students aged six to fifteen years. The average number of skills mastered per week of attendance ranged from zero for the one six year old to 4.39 for the eight-year-olds. The overall average was 1.70 skills.

The expected average of two skills mastered per week of attendance was not attained in either program. On the other hand, the number of skills mastered does, in each program, approach the expected criterion.

Table IX-1

Average Number Of Power Reading Skills Mastered
Per Week Of Attendance By Program By Age

Age	Power Reading 1		Power Reading 2	
	Students	Skills/Week	Students	Skills/Week
4	1	0.75		
5	4	0.63		
6	13	1.01	1	0.00
7	40	1.36		
8	40	2.34	2	4.39
9	32	1.68	10	1.46
10	27	1.91	12	1.61
11	22	1.99	10	1.43
12	10	1.54	3	1.91
13	4	0.80	2	2.74
15	1	1.54	3	2.00
17	1	2.33		
Total	195	1.72	43	1.70

Table IX-2 contains data for the IMS mathematics program. IMS data were reported on 233 students aged four to seventeen years. The average number of skills mastered per week of attendance ranged from .67 skills for the one seventeen-year-old to 3.26 skills for the fourteen year old. The overall average was 2.16 skills. The expected average of two skills mastered per week of attendance was attained in the IMS program.

Table IX-2

Average Number Of IMS Skills Mastered
Per Week Of Attendance By Age

	Individualized Mathematics System	
Age	Number of Students	Average Skills/Week
4	1	2.00
5	3	2.61
6	30	2.04
7	43	2.55
8	44	2.17
9	32	1.93
10	28	2.31
11	30	2.12
12	11	1.82
13	5	1.51
14	1	3.26
15	4	.83
17	1	.67
Total	233	2.16

Performance Objective 1.2 -- By May, 1977 the students in grades 2-8 enrolled in the intrastate (winter) program will achieve mean standard scores that are significantly higher than would be expected for untreated normative sample students. The pre-test scores will be obtained in May, 1977, from the reading and math subtests of the Metropolitan Achievement Test. The post-test scores will be obtained from the same test and form.

The objective specified that the Metropolitan Achievement Test (MAT) would be used in evaluating the progress of the students in the intrastate program. One of the two districts in which the program operated requested permission to use the Comprehensive Tests of Basic Skills (CTBS) in place of the MAT. Permission was granted because they maintained that the district testing program which uses the CTBS could provide appropriate data and would obviate double testing. In spite of this change in tests, data on students in only grades 2, 5, 6, and 7 were reported. Students in grades 3, 4, and 8 either were not pretested or were not posttested or there were no students enrolled in one or more of these grade levels. Data from the other intrastate center have not been included because that center operated only during the second semester of the year and served only eight children. That the program operated only from January to May makes any achievement data incompatible with the objective as stated above. Hence, only data on grades 2, 5, 6, and 7 from the one center will be reported.

The evaluation design used in assessing the probable impact of the intra-state program in reading and mathematics is one which is called a norm-referenced model. It was developed by RMC Research Corporation under contract to the U. S. Office of Education as an alternative procedure for evaluating Title I projects. The basic assumption which one must accept is that the

average posttest performance of a group of children will be at the same normative level as that of the pretest unless exposure to some special intervention causes the children to be different. In other words, the expected performance level of students, had they not been exposed to the treatment, is derived from their pretest performance related to national norms.

As a result of the need for a metric which would permit the aggregation of achievement data across projects and across grade levels, RMC Research Corporation also developed what are called Normal Curve Equivalency Scores (NCEs). These scores are related to percentile ranks (PRs) in that the percentile ranks 1, 50, and 99 are exactly equivalent, respectively, to NCEs of 1, 50, and 99. At other points, PRs and NCEs do not have equivalent values. One advantage of a score scale like the NCE scale is that an NCE of a given magnitude represents the same relative performance level whether it is reporting the performance of a third grader in South Carolina or that of a sixth grader in Iowa. Another advantage of the NCEs is that they represent an equal interval scale, so that the difference between an NCE of 10 and an NCE of 15 represents, in effect, the same difference in achievement as is represented by the difference between an NCE of 20 and one of 25. Also, within the structure of the norm-referenced evaluation model, the expected non-treatment posttest average NCE would be the pretest average NCE for the students who were exposed to the treatment.

Table IX-3 contains data for the intrastate program in reading and mathematics. The data are derived from the CTBS/S and show that the overall performance of the students at the time of posttesting was lower than it was at the time of pretesting. The losses, however, are not significant.

Table IX-3

Normal Curve Equivalency (NCE) and Percentile Rank (PR)
Data Showing Pretest To Posttest Gains
For Intrastate Migrant Students

(CTBS/S)

		Reading					
		Pretest		Posttest		Gain	
Grade	N	NCE	PR	NCE	PR	NCE	PR
2	5	45.2	41	43.6	38	-1.6	-3
5	21	24.2	11	25.3	12	+1.1	+1
6	20	28.2	15	21.8	9	-6.4	-6
7	15	21.8	9	20.4	8	-1.4	-1
Total	61	26.6	13	24.4	11	-2.2	-2

		Math					
		Pretest		Posttest		Gain	
Grade	N	NCE	PR	NCE	PR	NCE	PR
2	4	47.9	46	48.4	47	+0.5	+1
5	19	44.1	39	43.6	38	-0.5	-1
6	19	45.8	42	45.8	42	0.0	0
7	14	47.9	46	47.4	45	-0.5	-1
Total	56	45.9	42	45.6	42	-0.3	0

Subordinate Objective 2 -- Five-year-old migrant children will be provided with a pre-school and kindergarten readiness program.

Performance Objective 2.1 -- Students participating in the Pre-reading Skills (PRS) program will master an average of three lessons per week for each week of attendance.

Table IX-4 contains data for the Pre-reading Skills program. Data were reported on 95 children aged three to nine years. The average lessons mastered per week of attendance ranged from zero lessons for the one three-year-old and the one nine-year-old to 1.51 lessons for the four-year-olds. The overall average was 1.05 lessons. The expected average of three lessons mastered per week of attendance was not attained.

Table IX-4

Average Number of Pre-reading Lessons Mastered
Per Week Of Attendance By Age

Age	Number of Students	Average Lessons/Week
3	1	0.00
4	6	1.51
5	45	1.07
6	32	1.10
7	8	.70
8	2	.76
9	1	0
Total	95	1.05

Performance Objective 2.2 -- Students participating in the Developing Mathematics Processes (DMP) program will master an average of one skill per week for each week of attendance.

Table IX-5 contains data for the Developing Mathematical Processes program. Data were reported for 104 children aged three to nine years. The average number of skills mastered per week of attendance ranged from 1.57 for four-year-olds to 9.00 for the one eight-year-old. The overall average was 2.32 skills. The expected average of one skill mastered per week of attendance was attained.

Table IX-5

Average Number Of Developing Mathematical Processes
Per Week Of Attendance By Age

Age	Number of Students	Average Skills/Week
3	2	1.88
4	8	1.57
5	55	2.28
6	31	2.59
7	6	1.68
8	1	9.00
9	1	4.50
Total	104	2.32

Performance Objective 2.3 -- The five-year-olds participating in the readiness activity will show a significant increase in awareness of their social and physical environment and in their motor coordination, self-image, and perceptual abilities.

Six rating scales were developed for the purpose of assessing the impact of the five-year-old readiness program. The scales were in the areas of communication, gross motor coordination, dexterity, social awareness/self-image, perceptual and conceptual. Each scale consisted of between twelve and twenty-one items. Each item was to be marked for each child to indicate the frequency with which the child engaged in the particular activity. The frequency categories were "always," "sometimes," "never," and "not observed." Each child was to be rated at the time he entered the program and again at the time he left the program, provided that at least ten days intervened. For each child for whom usable data were available, a score was derived for each scale by weighting the individual item responses.

The data are summarized in Table IX-6. The data reported for gross motor coordination and conceptual were insufficient to permit analyses. In the other four areas, however, the data indicate that there were significant gains between the pre-check and the post-check.

Table IX-6

Average Elapsed Days, Average Gains, And
t-Values For The Five-Year-Old
Readiness Activity

Scale	N	Average Elapsed Days	Average Gain	t
Communication	75	16.05	+0.197	7.23*
Gross Motor Coordination	1			
Dexterity	46	12.98	+0.149	3.42**
Social Awareness/ Self-Image	65	16.40	+0.138	5.75*
Perceptual	72	16.56	+0.102	3.09***
Conceptual	0			

* Significant at .001
** Significant at .002
*** Significant at .01

Subordinate Objective 3 -- Migratory children who are at least three years old but less than five years old will be provided with appropriate pre-kindergarten activities.

Performance Objective 3.1 -- The three and four-year-olds participating in the pre-kindergarten activity will show a significant increase in their awarenss of social and physical environment and in their motor coordination, self-image, and perceptual abilities.

The data gathering and analysis procedures used for assessing the impact of the three and four-year-old readiness activity were the same as those used for the five-year-old activity. The data are summarized in Table IX-7. The data reported for gross motor coordination and conceptual were insufficient to permit analyses. In the other four areas, however, the data indicate that there were significant gains between the pre-check and the post-check.

Table IX-7

Average Elapsed Days, Average Gains, And t-Values For the Three and Four-Year-Old Readiness Activity

Scale	N	Average Elapsed Days	Average Gain	t
Communication	86	16.02	+0.178	4.40*
Gross Motor Coordination	1			
Dexterity	71	14.83	+0.224	5.59*
Social Awareness/ Self-Image	87	16.37	+0.208	7.48*
Perceptual	90	16.31	+0.155	4.68*
Conceptual	2			

*Significant at .001

Subordinate Objective 4 -- Migratory children who are less than three years old will be provided with day care services.

Performance Objective 4.1 -- All children served in this activity will be provided a clean, safe, attractive environment; opportunity for play, sleep and rest; a balance diet; clean clothing; daily bath and other personal body care, e.g., taught to brush teeth, grooming, etc.

This objective was to be evaluated on the basis of a checklist to be completed by State Migrant Supervisor, the Office of Federal Programs Curriculum Specialist and by the School Coordinators. The checklist was used a total of thirty times and most of these observations were made by the Curriculum Specialist.

The average ratio of adults to children was 1:2.3, approximately. Of the twelve items on the checklist, six were rated on each occasion and were given a "yes" rating. They were:

-Room is clean and sanitary
-Room is safe for toddlers and crib babies
-Play area is provided
-A rest and sleep period is an established part of the daily schedule
-Diapers or pampers are disposed of properly (sanitary manner)
-A balance diet is served daily

One item was rated on twenty-nine of the thirty occasions. It was rated "yes" twenty-eight times and "no" once. It was:

-Sufficient clothing is available for children to have clean, dry clothes

One item was rated on twenty-nine of the thirty occasions. It was rated "yes" twenty-three times and "no" six times. It was:

-Play area is separated from sleep and rest area

The remaining item was observed on each of the thirty occasions. This item pertained to having toddlers and crib babies housed in the same room. The intended implication, of course, is that they should be separately housed. On eighteen occasions, they were separated. On twelve occasions, they were not. The observer, however, indicated that the lack of separation caused no problems because space was sufficient, the number of adults was large enough, and/or the number of children was sufficiently small.

The objective is judged to have been met.

Subordinate Objective 5 -- Each local program will provide a home-school coordinator.

Performance Objective 5.1 -- The home-school coordinator will facilitate communication between the school and parents by informing growers, crew chiefs, and parents of the nature of the programs that are serving migratory children.

The State Plan called for the evaluation of this objective to be based upon whether or not the home-school coordinators caused parents, crew chief, and growers to complete the "Migrant Education Needs Assessment Survey" and to have the completed copies submitted to the Office of Federal Programs. Copies of completed surveys were submitted and were tabulated in the Office of Federal Programs for inclusion in a needs assessment report. The number of surveys which the home-school coordinators submitted, however, was so small as to cause one to draw one of two conclusions: 1) the home-school coordinators were not doing an adequate job or 2) the use of the number of surveys completed is inappropriate as a criterion for judging the effectiveness of the home-school coordinator.

Subordinate Objective 6 -- Each local program will employ migrant parents or other Spanish-speaking persons, where appropriate, to alleviate communication problems that arise due to language barriers.

Performance Objective 6.1 -- The Spanish-speaking employee will interact especially with the very young children to assist them in adjusting to their new physical, social, and educational environments.

This objective was to be evaluated on the basis of the reports received from center directors. Four of the districts did not include the requested information in their evaluation reports. Those districts who did, however, reported unanimously that the Spanish-speaking employee performed competently.

Subordinate Objective 7 -- Each local program will develop enrichment activities including arts/crafts, music, and physical education, and health.

Performance Objective 7.1 -- Each student participating in the arts/crafts instructional activity will complete one project per week of attendance.

Eight districts reported data on arts/crafts. They reported that 497 students were in attendance a total of 7,076 days and completed 6,976 projects. The average number of projects completed for each week in attendance was 4.9. This number exceeds the criterion specified in the objective.

Performance Objective 7.2 -- Each student participating in a music instructional activity will:

(a) learn the names of musical instruments being used in the activity.

(b) learn the words and music to songs.

(c) demonstrate ability to move bodily to accompanying rhythm.

Eight districts reported data on music. The data pertaining to part (a) of the objective are based on 493 students of whom 38% identified all of the musical instruments used in the program, 48% identified some of the instruments, and 14% identified none of them. The data pertaining to part (b) of the objective are based on 492 students of whom 52% had learned the words and music

to all of the songs introduced, 36% had learned the words and music to some of the songs and 12% had learned none. The data pertaining to part (c) of the objective are based on 503 students of whom 88% demonstrated ability to move in rhythm to music.

The objective implies a 100% success criterion for each student for each of the three parts of the objective. Such a goal is probably unrealistic, especially in view of the relatively short time the students are exposed to the instruction.

Performance Objective 7.3 -- The students participating in a physical education and health activity will significantly increase the number of physical skills they can perform.

This objective was to be evaluated on the basis of teachers' observation at the beginning and end of a student's exposure to physical education instruction during enrollment at the center. Three sets of skills were listed, one for grades K to 3, one for grades 4 to 6, and one for grades 7 to 9. The teacher was to report for each student for each skill whether there was improvement, no change, or regression in the performance of the skill.

Tables IX-8, IX-9, and IX-10 summarize the data. The final column in the tables contains a Chi-Square (X^2) statistic based on a McNemar Test of the Significance of Changes. All of the changes are positive and all but two are significant at beyond the .001 level. The other two are significant at beyond the .01 level. The objective was met.

Table IX-8

Changes In Physical Education Skills For
Students In Grades K-3

Skill	N	Improvement	No Change	Regression	X^2
30 Yard Dash	182	148	16	18	100.25*
Throw for Distance	173	143	1	29	74.24*
Catching	170	119	39	12	105.01*
Jumping	157	128	22	7	106.67*
Balancing	136	88	44	4	74.88*
Ball Bouncing	175	121	48	6	102.33*
Rope Climb	95	77	12	6	59.04*
Dribble	167	115	46	6	96.40*

*Significant at .001

Table IX-9

Changes In Physical Educational Skills For
Students In Grades 4-6

Skill	N	Improvement	No Change	Regression	X^2
40 Yard Dash	109	87	6	16	47.57*
Softball Throw for Distance and Accuracy	109	86	17	6	67.84*
Broad Jump (running)	111	91	8	12	59.07*
Rope Climb	62	54	6	2	46.45*
Basketball Dribble	96	74	14	8	51.52*
Basketball Passing	96	73	22	1	68.12*
Wall Volley	110	86	18	6	67.84*
Pull-ups	103	70	19	14	36.01*
Balancing Beam	75	56	19	0	54.02*
Jump and Reach	104	93	5	6	74.71*

*Significant at .001

Table IX-10

Changes In Physical Education Skills For Students In Grades 7-9

Skill	N	Improvement	No Change	Regression	X^2
50 Yard Dash	61	40	14	7	21.79*
Softball Throw for Distance and Accuracy	64	57	1	6	39.68*
Rope Climb	23	15	6	2	8.47**
Broad Jump (running)	70	57	1	12	28.06*
Basketball Free Throws (10 attempts)	76	54	13	9	30.73*
Pull-ups	68	41	22	5	26.63*
Sit-ups	63	50	7	6	33.02*
Volleyball Serve (5 attempts)	27	19	7	1	14.45*
Soccer Ball Kick (distance)	61	52	0	9	28.92*
Jump and Reach	27	18	6	3	9.33**

*Significant at .001
**Significant at .01

Subordinate Objective 8 -- Programs will be available to provide migrant children with opportunities to participate in pre-vocational or vocational activities appropriate to the students' ages and ability levels. Specific programs and levels of participation will be determined at each center based on local needs and resources.

Table IX-11 shows the number of students by age who were enrolled in pre-vocational or vocational activities. Also shown are the number of days in attendance. Reportedly, 368 students were enrolled for 7,381 days and attended for 4,757 days. These data represent an average of about thirteen days in attendance per student enrolled.

Table IX-11

Enrollment In Pre-vocational And Vocational Activities By Age

Student Age	Number Enrolled	Total Days Enrolled	Total Days In Attendance
9	17	290	275
10	22	388	296
11	29	491	366
12	36	738	551
13	32	599	424
14	40	806	512
15	30	691	337
16	30	623	409
17	36	765	571
18	28	688	432
19	18	386	233
20	17	367	174
21	33	549	177
Total	368	7,381	4,757

Performance Objective 8.1 -- The students will show significant increase in vocational awareness and skills as evidenced by pre- and posttesting with the "Student Needs Assessment Survey Form for Determining Group Guidance Sessions."

Insufficient data were reported to justify an analysis for evaluating this objective. Two reasons for the lack of data seem worth noting. First, the students found the reading level of the survey to be very difficult. Second, the length of the program implementation was typically very short; even pre-testing was impossible in some centers.

Performance Objective 8.2 -- The students will show a significant increase of vocational knowledge gained as measured by pre- and posttesting with the "Inventory Survey for Assessing Student Vocational Knowledge."

Insufficient data were reported to justify an analysis for evaluating this objective. The same reasons given for Objective 8.1 apply here.

Performance Objective 8.3 -- Each student participating in the vocational activity will construct a "diagram of job relatedness" for each area in which he pursues specific skills.

Performance Objective 8.4 -- Each student participating in a vocational activity will complete a "job application form" which he will retain for personal use.

The data reported for these objectives show that 111 (37.4%) of 297 students enrolled completed a diagram of job relatedness form. Also, 140 (46.5%) of 301 students enrolled completed a job application form.

Why the enrollment figures for these objectives differ from that shown in Table IX-11 is not known. Also, no satisfactory reason can be given for the fact that while the average per student days in attendance is nearly thirteen, only 37% and 47% of the students, respectively, met these objectives.

Subordinate Objective 9 -- Each local program will provide appropriate supportive services to migrant children. These services will be determined by locally identified priorities and may include: dental care, medical care, nutrition, psychological services, guidance and counseling, and others to be specified.

Performance Objective 9.1 -- Each student will be screened for dental, medical, and other needs for which the center is contracted to provide supportive services.

Performance Objective 9.2 -- Each student who is identified as being in need will be appropriately served.

Table IX-12 summarizes the number of students who were screened for, identified as requiring, and actually received health support services.

Table IX-12

Health Support Service Activity Data

Service	Screened	Requiring Service	Receiving Service
Dental	565	245	170
Hearing	477	7	2
Vision	627	84	10
Immunizations	204	44	34
Other	442	189	189

X. Interstate Cooperation

The South Carolina Department of Education encourages involvement and cooperation with other states to insure comprehensive services for migrant children in South Carolina. The Eastern Region Workshop on Migrant Education held in Atlanta, Georgia on March 14-18, 1977, made an effort to identify appropriate curriculum materials and innovative teaching techniques to assure continuity in educational programs for migratory students in the eastern stream states. South Carolina presided over three sessions. South Carolina participated in the National Conference on Migrant Education held in Seattle, Washington on May 1-4, 1977. South Carolina's State Migrant Supervisor served on two National Committees, the Management Information System Committee (MIS) and the Executive Committee of the National Association of State Directors of Migrant Education.

South Carolina participates in the National Migrant Student Record Transfer System. This system enables states to exchange vital data on migrants as they move from one state to another.

XI. Supportive Services

Table II-3 on page 4 lists the types of supportive services and the number of students by instructional levels receiving these services. The table shows that more than 1,500 of the migrant students received transportation, food and attendance services. More than 1,300 received health services. Clothing and library services also were provided for a very substantial number of students.